DOCUMENT RESUME

ED 356 423 CE 063 536

TITLE Challenged To Change: Vocational-Technical Education in Ohio. Twenty-Third Annual Report. Fiscal Year 1992.

INSTITUTION Ohio State Council on Vocational Education, Westerville.

PUB DATE [92]

NOTE 37p.

PUB TYPE Reports - Descriptive (141)

EDRS PRICE MF01/PC02 Plus Postage.

DESCRIPTORS *Advisory Committees; Annual Reports; Consultants; Educational Finance; Educational Opportunities; Educational Research; Federal Legislation; Job Skills; Job Training; *Labor Force Development; Policy Formation; Postsecondary Education; *Program Evaluation; Secondary Education; *Statewide Planning; *Vocational Education

IDENTIFIERS *Ohio; Ohio Council on Vocational Education

ABSTRACT

This annual report of the Ohio Council on Vocational Education (OCOVE) documents developments in vocational-technical education in Ohio during Fiscal Year 1992. It begins with a list of OCOVE members and a summary of vocational-technical education facts for 1991-92. The next section describes OCOVE structure and purpose and highlights the following activities for 1991-92: regular conferences, on-site observation/evaluation and off-site review of educational programs, presentations, participation in conferences, outstanding alumni recognition, public meeting, and advisory committee awards. The council's commendations are followed by recommendations to the leadership of state government for 1993 and responses of the State Board of Education, through the Division of Vocational and Career Education, to the 1992 recommendations and continuing priorities of OCOVE. Statistical reports are provided concerning the following: employment rates, secondary school employment training, full-time adult employment training, vocational education for special populations, vocational education for adults, postsecondary technical education, tech prep, 1992 budget accountability report, allocation and use of federal and other resources, investment of resources, and progress report on the objectives of the state plan. Other sections cite coordination activities, discuss evaluation responsibilities, and describe research projects and publications. The OCOVE mission statement concludes the report. (YLB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

CHALLENGED TO CHANGE

VOCATIONAL-TECHNICAL EDUCATION IN OHIO

ED356423

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

This document has been reproduced as received from the person or organization originating it.

Minor changes have been made to improve reproduction quality.

Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

J. Davis

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC).

CE 063 556

FISCAL YEAR 1992
TWENTY-THIRD ANNUAL REPORT

OHIO COUNCIL ON VOCATIONAL EDUCATION

BEST COPY AVAILABLE

The Ohio Council on Vocational Education (FY 1992)

The Ohio Council on Vocational Education is an agency, separate from the State Board of Education, composed of thirteen concerned citizens representing business, labor, agriculture, education, and various groups with special needs. The Council is dedicated to the concept that vocational/technical education, infused with applied academics, is necessary if Ohio is to be competitive in the national and global economies.

Carol L. Ball
CEO, Ball Publishing Company
Arcanum
Representing Small Business and Trade Associations
Executive Committee - Chairman

Arlene A. Berry
Chairman (Ret.), Guidance
Cleveland City Schools
Representing Minorities

Peggy Calestro
Executive Assistant to the President
Columbus State Community College
Representing Women

Jack A. Collopy
Director, Special Education/Student Services
Hamilton County Office of Education
Cincinnati
Representing Special Education

Dr. Gary J. Corrigan
Director, Customer Training
DANA Corporation
Toledo
Representing Industry
Executive Committee - Second Vice Chairman

James C. Drake
Supervisor, School/Community Communications
Upper Valley JVSD
Piqua
Representing Career Guidance and Counseling Organizations
Executive Committee - Member

Suzanne S. Edgar
President, Epro, Inc.
Westerville
Representing Business

Dr. Herbert Franklin
Superintendent
Jefferson Township Local Schools
Dayton
Representing the Disadvantaged
Executive Committee - Secretary

Wendell F. Fryer, Jr.
President
Centrex Corporation
Findlay
Representing Industry
Executive Committee - First Vice Chairman

Dr. Dan D. Garrison
Director Emeritus
Agricultural Technical Institute, Ohio State University
Wooster
Representing Agriculture

Robert A. Nece
Chairman, UAW Cuyahoga-Medina CAP Council
Cleveland
Representing Labor and the Ohio Job Training Coordinating Council

Efrain Soto
Teacher, Auto Body
Lorain City Schools
Representing Limited English Proficient Students

Patricia A. Tutoki
Director of Education
Ohio AFL-CIO
Columbus
Representing Labor

Staff

Dr. Joseph L. Davis, Executive Director

Dr. James B. Hamilton, Research Consultant

Chloe Worley, Executive Assistant

Christina Dorn, Secretary

Dr. Martin W. Essex, Executive Director Emeritus

Vocational/Technical Education Facts 1991-92 . . . . Briefly Told

EMPLOYMENT

Secondary

- 92.3% of the vocational graduates from Ohio's secondary schools in 1991 were employed. 71.2% were employed in jobs related to their training.
- The unemployment rate for secondary program completers (7.7%) was substantially less than one-half the rate for Ohio's general population in the same age group (18.1%).

Postsecondary

- 95.3% of the students who completed postsecondary and full-time adult programs in 1991 were employed. 85.8% of these individuals were employed in jobs related to their training.
- The unemployment rate for postsecondary and full-time adult program completers (4.7%) also was lower than the rate for Ohio's general population (5.3%).

Long-Term Follow-Up

- Federal income tax records show that Ohio vocational and technical graduates have predominately *higher incomes* and *lower rates of unemployment* seven years after graduation, than others in the general population with the same age, schooling, and residential-location characteristics.

HIGHER EDUCATION

- 34.5% of all 1991 secondary vocational graduates were pursuing further education in 1992.
- 85% of those in higher education were pursuing a course of study related to their vocational training or were working in a related job.

ACCESS

- All of Ohio's 11th and 12th grade secondary students have access to comprehensive vocational education programs.

ENROLLMENT

- 246,842 secondary students were enrolled in vocational education programs in Ohio.

11th/12th Graders

- Over 30.8% of Ohio's 11th and 12th grade students were enrolled in secondary vocational education occupationally specific programs, and Occupational Work Experience (OWE) programs.

Career Education

- Ohio had the largest enrollment in career education in the nation in 1992, with 1,192,500 students receiving occupational information about future jobs.

Associate Degree

- 99,755 full-time students were enrolled in Ohio's two-year colleges and regional campuses. Many of these were enrolled in associate degree employment training programs.

Adult Education

- 238,816 adults were enrolled in Ohio vocational education programs in 1992.

Corrections

- Vocational programs for the incarcerated served 3,759 Ohio youth and adults.

TECH PREP

- Three-year Tech Prep development grants were awarded to six Tech Prep consortia. Additional Tech Prep consortia will be funded in FY 93.

ACADEMICS

- The academic foundations of vocational education continued to be strengthened in 1992, with 45.2% of all in-school job training programs operating under the applied academics model. The total enrollment in all classes was 30,858.

OHIO CITIZEN INVOLVEMENT

- A total of 3,075 Ohio citizens helped evaluate vocational/technical programs to make them more relevant to today's job market.

OCOVE

OHIO COUNCIL ON VOCATIONAL EDUCATION

750 Brooksedge Blvd.
Suite 105
Westerville, Ohio 43081
(614)891-4764
FAX (614)891-2834

Council
Carol L. Ball
Chairman, Arcanum
Arlene A. Berry
Cleveland
Peggy Calestro
Columbus
Jack A. Collopy
Cincinnati
Dr. Gary J. Corrigan
Toledo
James C. Drake
Piqua
Suzanne S. Edgar
Westerville
Dr. Herbert Franklin
Dayton
Wendell F. Fryer, Jr.
Findlay
Dr. Dan D. Garrison
Wooster
Robert A. Nece
Cleveland
Efrain Soto
Lorain
Patricia A. Tutoki
Columbus

Staff
Dr. Joseph L. Davis
Executive Director
Dr. James B. Hamilton
Research Consultant
Chloe Worley
Executive Assistant

Dr. Martin W. Essex
Executive Director Emeritus

March, 1993

The State Board of Education
Ohio Departments Building
65 South Front Street
Columbus, Ohio 43266-0308

Dear Ladies and Gentlemen:

The Ohio Council on Vocational Education (OCOVE) is pleased to submit herewith its twenty-third annual report, which documents developments in vocational/technical education in Ohio during Fiscal 1992, the first year of operations under the Carl D. Perkins Vocational and Applied Technology Education Act of 1990.

Thanks to initiatives carried out under the auspices of the State Board of Education and the Ohio Board of Regents during the last half of the Decade of the '80s, Ohio was able to make a smooth transition from the original Perkins Act to the new Perkins Act. A conspicuous example of such initiatives is the *Action Plan for Accelerating the Modernization of Vocational Education in Ohio: Ohio's Future at Work*, which was published by the Ohio Department of Education a year before the new Perkins Act became effective. The *Action Plan* continues to be pursued vigorously. It has been joined by other initiatives, most notably *Tech Prep*, which aims to produce a seamless cloth between secondary and postsecondary programs and between skill development and enhanced academic subjects.

Despite the promising initiatives cited above, Ohio's vocational/technical educators face challenges daily as a result of new pressures being generated by economic competition on a global scale and social problems on the domestic front. Hence, the title of this annual report: "Challenged to Change."

As members of the newly constituted State Board of Education, you and your contemporaries on the Ohio Board of Regents may rest assured that OCOVE members deem it a privilege to be identified with vocational/technical education in these demanding times.

Sincerely yours,

Carol L. Ball
Chairman, 1992

Contents

Membership of the Ohio Council on Vocational Education ____ Inside Front Cover

Vocational/Technical Education Facts, 1991-92 . . . Briefly Told ____ 1

Letter to the State Board of Education ____ 2

Contents ____ 3

Ohio Council on Vocational Education, 1991-92 ____ 4

Commendations, Recommendations, and Priorities

- The Council's Commendations ____ 8
- Recommendations to the Leadership of State Government for 1993 ____ 8
- Responses to 1992 Recommendations and Continuing Priorities ____ 10

Statewide Planning and Evaluation ____ 14

Statistical Reports

- Employment Rates ____ 15
- Secondary School Employment Training ____ 16
- Full-Time Adult Employment Training ____ 17
- Vocational Education for Special Populations ____ 18
- Vocational Education for Adults ____ 20
- Postsecondary Technical Education ____ 20
- Tech Prep ____ 20
- 1992 Budget Accountability Report ____ 21
- Allocation and Use of Federal and Other Resources ____ 22
- Investment of Resources ____ 23
- Progress Report on the Objectives of the State Plan ____ 24

Coordination Activities

- The Governor's Human Resources Advisory Council ____ 26
- Coordination with Business, Industry, and Labor ____ 27
- Council Coordination/Cooperation with Other Agencies ____ 27

Evaluation Responsibilities

- A Comprehensive Employment and Training System ____ 28
- Evaluation of the Delivery Systems ____ 29
- Coordination Between Vocational Education and JTPA ____ 31
- Recommendations ____ 31

Research and Publications ____ 32

The Council Mission Statement ____ Inside Back Cover

Ohio Council on Vocational Education, 1991-92

Structure of the Council

The Ohio Council on Vocational Education is appointed by the State Board of Education in compliance with the Carl D. Perkins Vocational and Applied Technology Education Act of 1990 (P.L. 101-392). The Act specifies that the 13-member Council consist of seven private sector members representing business (including small business), industry, trade associations, agriculture, labor, and the State Job Training Coordinating Council established under the Job Training Partnership Act. The Perkins Act also requires that six Council members be representative of secondary education and postsecondary institutions, career guidance and counseling organizations, and have a varied background of experience to ensure that due consideration is given to special population categories.

The Council's staff consists of an Executive Director, a Research Consultant (part-time), an Executive Assistant, and a Secretary.

Purpose of the Council

The purpose of the State Council is to advise, and consult with, the Governor, the State Board of Education, the business community, and the general public on improving the preparation of Ohio's workforce. The major purpose of the Carl D. Perkins Vocational and Applied Technology Education Act is to make the United States more competitive in the world economy by developing more fully the academic and occupational skills of all segments of the population.

This purpose is principally achieved through concentrating resources on improving educational programs leading to academic and occupational skill competencies needed to work in a technologically advanced society.

Major attention is being placed on local planning and programming, with 75% of the Federal funds distributed to local education agencies.

The Council consults with the State Board of Education on:

- Development of the State Plan,
- State action in implementing the State Plan,
- Policies to strengthen vocational education (with particular attention to programs for the handicapped),
- Private sector involvement in modernization of vocational education,
- Establishment of program evaluative criteria,
- The involvement of business and labor in conducting programs,
- Access of special populations to vocational education, and ways to create greater incentives for joint planning and collaboration between vocational education and the job training partnership system.

The Council analyzes and reports on:

- The availability of vocational education across the state,
- The distribution of funding (particularly between secondary and postsecondary programs), and
- Education programs for the incarcerated.

At least once every two years, the Council evaluates:

- The extent to which vocational education and employment and training programs in the state represent a consistent, integrated, and coordinated approach to meeting the economic needs of the state,
- The vocational education delivery systems that receive funds under the Perkins Act and the Job Training Partnership Act (JTPA) in terms of their effectiveness in achieving the purposes of the two Acts, and
- The adequacy and effectiveness of the coordination that takes place between vocational education and JTPA.

The State Council reports its evaluation findings and recommendations to the Governor, the State Board of Education, the Governor's Human Resources Advisory Council, the Secretary of Education, and the Secretary of Labor.

This year's annual report theme, "Challenged to Change," focuses upon the pursuit of this purpose in Ohio. Coordination of efforts between education, other governmental agencies, business, industry, labor, and the community is paramount in accomplishing the purposes of the legislation.

Program of the Ohio Council for 1991-92

Regular Conferences

The Council scheduled five conferences during the year. Three conferences were held outside of the Columbus area to provide an opportunity for members to observe and evaluate the operation of vocational/technical education programs. The conference in Cleveland was scheduled to coincide with the All Ohio Vocational Education conference, co-sponsored by the Ohio Division of Vocational and Career Education and the Ohio Vocational Association. The calendar for the year included conferences at the following locations:

August 12-13, 1991	Concurrent with All Ohio Vocational Education Conference, Sheraton City Center & Cleveland Convention Center
November 6-7, 1991	Holiday Inn NW, Dayton
February 26-27, 1992	Hilton Inn, Worthington
April 8-9, 1992	OCOVE/OSBA Seminar and PublicMeeting, April 8 Radisson Hotel-Columbus North
June 24-25, 1992	Travelodge, Mentor

On-Site Observation/Evaluation of Educational Programs

The Ohio Council makes as many on-site evaluations annually as possible. During FY 92, Council members examined educational facilities, observed classes in session, and had an opportunity to interview students and teachers in each of the schools visited. A review of the program, including trends, problems, and successes, was presented by selected administrators and staff. The Council members, led by a preappointed panel, engaged in dialogue with presenters. Observation/evaluation sessions were conducted at the following locations:

Secondary	**Postsecondary**
Montgomery Co. JVSD	Lakeland Community College
Tolles Technical Center	

Off-Site Review of Educational Programs

Off-site evaluations featured presentations by administrators and others on topics suggested by the Council staff. Follow-up discussions employed the procedure used in the on-site visitations. Programs were reviewed for the following schools and postsecondary institutions:

Ashtabula County JVSD	Delaware JVSD
Auburn Career Center	Sinclair Comm. College
Clark State Comm. College	Southern Hills JVSD
Cleveland City Schools	Warren County JVSD
Cuyahoga Comm. College	

Presentations Made at Council Conferences

In addition to the presentations made by administrators and staff members in the various schools whose programs were reviewed by the Council, other presentations were made by:

Peter E. Carlson, Managing Director, National Advisory Commission on Work-Based Learning, Washington, DC. *"New Wine for New Bottles"*; **Kathleen DeFloria**, Associate Executive Director, National Association of Secondary School Principals, Washington, DC. *"National Perspective on Vocational Education"*; **Kathleen Faust**, Director, EnterpriseOhio, Ohio Board of Regents, Columbus. *"Challenges Facing Technical Education in Ohio"*;

Dr. I.A. Ghazalah, Professor, Department of Economics, Ohio University, Athens. *"Vocational/Technical Ed: The Pay Off!"*; **Jack L. Lenz**, Supervisor, Tech Prep, Division of Vocational and Career Educ., Ohio Department of Education,Columbus. *"Amendment to the State Plan for the Administration of Vocational Education in Ohio"*; **Marion Lipinski**, Ohio Teacher of the Year, Mentor Exempted Village Schools; *"Appreciated Children are Better Learners;"*

Dr. Darrell L. Parks, Director, Division of Vocational and Career Education, Ohio Department of Education, Columbus. *"Challenges Facing Vocational Education in Ohio"*; **Dr. G. James Pinchak**, Associate Director, Support Services, Division of Vocational and Career Education, Ohio Department of Education, Columbus. *"Amendment to the State Plan for the Administration of Vocational Education in Ohio"*; **Dr. Ted Sanders**, Superintendent of Public Instruction, Ohio Department of Education, Columbus. *"A Global Perspective on the Redesign of Education"*;

Robert Sommers, Supervisor, Administrative Planning, Budgeting, and Reporting, Division of Vocational and Career Education, Columbus. *"Presentation on MaPP (Measuring and Planning Progress)"*; and **Scott Whitlock**, Executive Vice President, Honda of America Manufacturing, Inc., Marysville. *"Honda's Approach to Problem Solving."*

Participation of Members and Staff in Vocationally-Related Conferences

To obtain inservice training, broaden their perspective, and maintain up-to-date professional networks, Council members and staff participated in the activities of the following organizations:

Academy for Superintendents, Ohio State University

American Association of Community and Junior Colleges

American Vocational Association

American Vocational Education Research Association

American Vocational Education Personnel Development Association

Center on Education and Training for Employment

Educational Office Personnel of Ohio

National Advisory Commission on Work-Based Learning

National Association of State Councils on Vocational Education

National School Public Relations Association/Ohio

Ohio Association of Joint Vocational School Superintendents

Ohio Chamber of Commerce

Ohio Department of Education

Ohio Division of Vocational and Career Education

Ohio Governor's Office

Ohio Manufacturers' Association

Ohio Public Expenditures Council

Ohio School Boards Association

Ohio Small Business Council

Ohio Society of Association Executives

Ohio State University

Ohio Vocational Association

Ohio Vocational Education Personnel Development Coordinating Council

Ohio-West Virginia YMCA

U.S. Chamber of Commerce

U.S. Department of Education, Office of Vocational and Adult Education

U.S. Department of Labor

Outstanding Alumni Recognition

OCOVE has continued its practice of recognizing outstanding alumni during on-site evaluations and off-site reviews of vocational/technical programs. The following persons, by school, were recognized at the FY 92 OCOVE conferences:

Ashtabula Co. JVSD: **Larry DeGeorge**, Owner, Ashtabula Security Co.

Auburn Career Center: **Mary Ann Bushnell**, Cosmetology Instructor, Auburn Career Center, Concord Twp.

Clark State Comm. College: **Randy Kapp**, President, Kapp Construction, Inc., Springfield

Cleveland City Schools: **Aimee Devezin**, employed at Cleveland City Hall and attending the Academy of Court Reporting

Cuyahoga Comm. College: **Brenda A. Welch**, Executive Director, Hitchcock Center for Women, Inc., Cleveland

Delaware JVSD: **Rachel Metzger**, Management Trainee, Delaware County Bank

Lakeland Comm. College: **Dr. Patricia Manzo**, Dental Surgeon and part-time faculty member, Lakeland Comm. College, Mentor

Montgomery Co. JVSD: **Gary Garber**, Owner, Garber Electrical Division of New Paris Oil Co., Eaton

Southern Hills JVSD: **Jeffrey W. Burkenmeier**, Owner, ARCH (Appliance, Refrigeration, Cooling, and Heating), Hamersville

Tolles Technical Center: **Debra Bee-Kenny**, Assistant Manager for Customer Service Relations, Warner Cable Corp., Columbus

Warren County JVSD: **Belinda Wicke**, LPN Nursing Coordinator, Lebanon Health Career Center

Public Meeting

The Council's Annual Public Meeting was held at the Radisson Hotel-Columbus North, on April 8, 1992, with Carol L. Ball, Council Chairman, presiding. The following persons provided testimony at the public meeting, addressing the topics listed:

Dr. Dewey A. Adams, Professor, Comprehensive Vocational Education, Ohio State University, Columbus. *(Tech Prep's potential for contributing to vocational teacher preparation.)*

Jane Bledsoe, Teacher and Program Coordinator for ONOW (Orientation to Nontraditional Occupations for Women), Great Oaks JVSD, Cincinnati. *(Successes with the ONOW program.)*

Bill Bussey, President-Elect, Postsecondary Adult Vocational Education (PAVE), Ohio Vocational Association, Columbus. *(Progress and concerns of adult vocational education in Ohio.)*

Dr. John M. Conrath, Superintendent, Whitehall City Schools. *(Integration of academic and vocational education.)*

Tom Douglas, Chef, The Kroger Co., Columbus, **Lynn Koenig**, Certified Medical Assistant, Northside Internal Medicine Consultants, Columbus, and **Eugene Mayer**, Technical Training and Support Manager, Professional Division of O.M. Scott, Marysville. *(Each addressed how vocational education has contributed to their success and/or their current involvement as business/industry collaborators with vocational education.)*

Kathleen Faust, Director, EnterpriseOhio, Ohio Board of Regents, Columbus. *(State planning for postsecondary technical education, and Tech Prep issues.)*

Alice Karen Hite, Executive Director, Ohio Vocational Association, Columbus. *(Change that considers outcomes for students.)*

William Kozusko, President, Ohio Vocational Directors Association, and Vocational Director, Lorain City Schools. *(Issues for OCOVE's consideration.)*

Jack Lenz, Supervisor, Articulation/Tech Prep, Division of Vocational and Career Education, Ohio Department of Education, Columbus. *(The development of Tech Prep in Ohio.)*

Dr. Morgan Lewis, Research Scientist, Center on Education and Training for Employment (CETE), Columbus. *(Workforce preparation for employment.)*

Dr. Darrell L. Parks, Director, Division of Vocational and Career Education, Ohio Department of Education, Columbus. *(Achievements, progress, and issues in vocational education in Ohio.)*

Dr. Betty L. Rider, Program Manager, Adjunct Faculty, Department of Technical Education, Ohio State University, Columbus. *(Equity and technology education.)*

Keith Rittenhouse, Teacher, Whitehall Yearling High School. *(Technology education curriculum, revision, and student handbook.)*

Dr. Jon E. Rockhold, President, Ohio Association of Joint Vocational School Superintendents, and Superintendent, Apollo JVSD, Lima. *(Progress in the modernization of vocational education in Ohio.)*

Dr. Byrl Shoemaker, Executive Director Emeritus, Division of Vocational and Career Education, Ohio Department of Education, Columbus. *(Developing industry standards and national issues in vocational education.)*

A complete, verbatim transcript of the testimony was compiled by a certified public stenotypist. The Council makes extensive use of this document, turning to it for first-hand insights on current issues in vocational/technical education. Special attention is given to recommendations offered by those who made presentations. These insights and recommendations are a valuable source of topics for Council discussion, research studies, and recommendations to the State Board of Education.

Advisory Committee Awards

As a means of promoting excellence in a vital area of vocational/technical education, the Council recognized the following advisory committees during the All Ohio Vocational Education Conference on August 13, 1991.

Awards of Special Commendation were presented to:

Cuyahoga Valley JVSD	Citizens for Vocational Education
Four County JVSD	Cooperative Business Education Committee
Lorain County JVSD	Council for Education in Metal Working Technology
Portage Lakes Career Center	Ford Asset Advisory Committee

Awards of Merit were presented to:

Cleveland City Schools	Business Advisory Council
Ohio Department of Education	Automotive Technician Update Training Program Committee
Pickaway-Ross JVSD	Project Progress - Progress Through Partnerships Committee
Youngstown City Schools-Choffin Career Center	General Vocational Advisory Committee and Business Advisory Council

The Council's Commendations

The Ohio Council on Vocational Education commends the Governor, the Ohio General Assembly, the State Board of Education, the Ohio Board of Regents, and their respective staffs for their persistent endeavors in behalf of relevant high quality vocational/technical education for Ohio citizens. Special commendation is due:

- The Governor and the Ohio General Assembly, for their continued support of Ohio's *Action Plan for Accelerating the Modernization of Vocational Education.*

- The Ohio Board of Regents, the State Board of Education, the State Department of Education, and the Division of Vocational and Career Education, for their work in designing and implementing Tech Prep programs in Ohio. This effort included: amending the State Plan for vocational education; setting up the framework, standards, and procedures; and initiating Tech Prep in Ohio by initially funding six consortia for Tech Prep, with provisions for the annual addition of other consortia.

- Dr. Ted Sanders, Ohio Superintendent of Public Instruction, for meeting with the Council to interpret and discuss key principles in the redesign of education and roles and directions for vocational education in the restructuring of education.

- The Division of Vocational and Career Education for the design and implementation of the OCAP (Ohio Competency Analysis Profile) process. This process involves business and industry representatives in generating competency lists for each vocational program offering. These competency statements provide the basis for planning competency-based instruction and assuring that vocational graduates possess the competencies that employers want.

- The Division of Vocational and Career Education for receiving recognition for Ohio's "Adult Vocational Education Full-Service Centers," in the 1992 Innovations Selection Process of the Council of State Governments.

Recommendations to the Leadership of State Government for 1993

Out of the context of contemporary challenges to vocational/technical education, the Ohio Council has developed the following recommendations for the consideration of state government leaders:

To the Governor

Recommendation

Advocate the restoration of significant funding in federal vocational legislation to support vocational professional development and leadership.

Rationale

One of the historic strengths of public vocational education has been the quality of its teacher and leadership preparation programs and the support provided state leadership personnel. The Congress recognized early on that federal funding was necessary to assure that some basic support was allotted to create and maintain such programs, and that this support not be subjected to the changing priorities and budget shortfalls of individual states. Quality vocational education has been and continues to be a national priority, with Ohio often leading the way among the states. We must not only maintain, but improve, the quality of our public vocational education system to meet the demands for highly qualified workers in a competitive global economy.

It is imperative that vocational professional development and leadership be assured by restoring significant funding for these purposes in the Carl D. Perkins Vocational and Applied Technology Education Act.

To the Ohio General Assembly

Recommendation

Enact legislation to eliminate the "general track" in public secondary education in Ohio.

Rationale

Successful on-the-job performance is requiring higher levels of skill, technical knowledge, basic skills, and academic attainment. The traditional general track at the secondary level does not adequately prepare students to enter the world of work nor to pursue further education. With the elimination

of the general track, secondary students would choose courses of study leading directly to employment upon graduation, to higher education, or both.

Although many school districts have eliminated the general track, others are hampered by tradition and need legislative action before their students can be asured of realistic preparation for work, college, or both.

Recommendation

Vote "no" on legislation that would create a Professional Standards Board for teacher certification, or amend the bill to place one or more vocational educators on the board.

Rationale

The Ohio Council on Vocational Education bases this recommendation on the unique needs of vocational education. Vocational education requires teachers with first-hand knowledge and experience in the specific technology being taught. While approximately 82% of Ohio's vocational teachers currently hold degrees, the only source of qualified individuals to teach in many job training programs is individuals recruited directly from business and industry. These teachers then may pursue specially designed in-service teacher education programs in five regional Vocational Education Personnel Development Centers. Most continue with their professional development and earn degrees. Vocational education needs to have some of its teachers certified to teach via alternative methods. Some professional practices boards, unaware of the unique needs of vocational education, have mandated a baccalaureate degree as the minimum requirement for all teaching certificates. Such action in Ohio would seriously damage the appropriateness and quality of vocational education that can be provided.

To the Ohio Board of Education

Recommendation

Formulate policy requiring the development and annual updating of Individual Career Plans (ICPs) for all Ohio secondary students, beginning in the ninth grade.

Rationale

Every student should have the opportunity, with assistance provided, to develop and periodically revise an individual career plan that recognizes their individual interests, aptitudes, abilities, and achievements as they make course and career decisions. This is important for each student whether they are choosing academic courses leading directly to higher education, vocational courses leading to immediate employment or further instruction, or combinations of these options. Although an individual career plan for each student is identified as an objective in *"Ohio's Future at Work: Action Plan for Accelerating the Modernization of Vocational Education in Ohio,"* this objective needs the broader visibility and support of the State Board to assure this important process to every student.

Recommendation

Design and implement a comprehensive program of transition from school-to-work for all vocational graduates.

Rationale

Ohio has an enviable record of placement of vocational education graduates (92.3% in 1991).

However, there are still those vocational graduates who have not made the transition from school to work and other non-vocational graduates who are neither working nor pursuing further education, but who might have profited from vocational education and a comprehensive transition program.

A structured and visible program of transition from school to work would not only help those vocational graduates presently not making a successful transition, but would also serve to attract students' and parents' attention to the process and enhance enrollment in job training programs.

Ohio has in place several of the component parts of a comprehensive program of transition from school to work. The findings and recommendations from a recent OCOVE study on this transition should prove helpful in the design and promotion of such a program.

To the Superintendent of Public Instruction

Recommendation

In the restructuring of the Ohio Department of Education, maintain the identity and visibility of State level vocational and career education leadership.

Rationale

The Council recognizes that reorganization and restructuring are necessary to focus upon new goals, to improve effectiveness, and to maximize efficiency in the use of human and monetary resources. A Division of Vocational Education gives a sense of vision for educators statewide. It has an established sense of mission and annually establishes goals, instills within vocational educators the corporate spirit, and provides the technical expertise to meet those goals. The Council requests that, as needed restructuring occurs, the successful operational techniques, the technical expertise, the visibility, and the sense of mission of state level vocational leadership in Ohio be maintained.

Responses to 1992 Recommendations and Continuing Priorities

The State Board of Education, through the Division of Vocational and Career Education, has responded to the 1992 recommendations of the Ohio Council on Vocational Education as follows:

Recommendation #1

Encourage SDAs and VEPDs to adopt or adapt exemplary JTPA/Vocational Education 8% projects, as described in a Council research report.

Division Report

The JTPA vocational education 8% program continues to notify SDAs and VEPDs about 8% projects that are eligible for funding. After the 8% projects are completed and final reports are submitted to ODE, a summary of the results is distributed to the SDAs and VEPDs. Additional information regarding any project is made available to the SDA or VEPD for possible replication, information, or further study.

The Job Training Reform Amendments of 1992, P.L. 102-367, which takes effect July 1, 1993, will place greater emphasis on the development of collaborative programs and services between JTPA and Vocational/ Technical Education.

Section 205 of P.L. 102-367, which is entitled *Linkages with Other Federal Programs and Local Employment and Training Programs*, requires SDAs to establish appropriate linkages with other federally authorized programs. Additionally, SDAs are required to establish other appropriate linkages with state and local educational agencies, local service agencies, public housing agencies, community organizations, business and labor groups, volunteer groups working with disadvantaged adults, and other training, education, employment, economic development, and social service programs.

Section 265 of the reform act, which is entitled *Local Level Cooperative Arrangements with Other Education and Training Programs*, requires SDAs to have formal agreements with appropriate educational agencies that identify procedures for referring and serving in-school youth, methods of assessment of in-school youth, and procedures for notifying the program when a youth drops out of school.

Recommendation #2

Encourage the Division of Vocational and Career Education and the Ohio Board of Regents' Office for Two-Year Campus Programming to collaborate on the development of a guide for business, industry, and labor in Ohio on how to access and use the state's vocational/ technical educational and training resources.

Division Report

Tech Prep in Ohio, as supported by the Tech Prep Education Section of the Carl D. Perkins Vocational and Applied Technology Education Act of 1990, has become the vehicle for collaborative efforts between the Ohio Department of Education and the Ohio Board of Regents. Joint administration of this grant provided opportunities for joint planning and appointment of a joint advisory committee across secondary and postsecondary programming.

The Ohio Competency Analysis Profile (OCAP) process has utilized business, industry, and labor practitioners to verify the occupational, academic, and employability skills needed to succeed in 60 vocational program areas, thus assuring a smooth transition between secondary and postsecondary levels of Tech Prep.

Consortia built to implement the Tech Prep initiative are required to include business/industry and labor as active partners that participate in overall consortium planning and management and the design of the individual Tech Prep programs. Grant awards for FY 93 include involvement of over 35 business, industry, and labor members in consortia around the state.

Recommendation #3

Consider the establishment of a "Vocational and Career Education/Two-Year College Standing Committee" to deal with matters that affect job training programs at both the secondary level and two-year college level, such as the State Plan.

Division Report

Formal and informal linkages between the Ohio Department of Education and the Ohio Board of Regents were increased significantly during the period July 1, 1991, through December 30, 1992, although communications continue to be hampered by the lack of standard taxonomic definitions for instructional programs, and differing commitment to the development of statewide core standards and measures of performance as required by the Carl D. Perkins Vocational and Applied Technology Education Act of 1990.

With the advent of the Governor's Human Resource Advisory Committee's Ad hoc Education Committee, consideration is being given to making that committee the coordinating body for all school-to-work initiatives across multiple state agencies.

Recommendation #4

Support legislative action that would permit adults enrolled in secondary vocational education programs to be included in meeting the unit-minimum enrollment standards for unit funding, provided that their inclusion would not result in secondary schools being penalized through funding reductions from the average daily membership (ADM) basic student aid.

Division Report

The Ohio Department of Education continues to support the Council's recommendation in this area. It is recommended that the state legislature consider implementing legislative changes that would permit counting and funding of adult education students in secondary vocational education programs.

Recommendation #5

Explore how student participation in vocational student organization leadership development activities can be funded other than through individual membership dues.

Division Report

The Division of Vocational and Career Education concurs fully with the Council's recommendation that the vocational student organizations should be an integral part of all secondary vocational education programs. VSO's are a co-curricular, not an extra-curricular component of all secondary vocational education programs.

Federal regulations related to the Carl D. Perkins Vocational and Applied Technology Education Act of 1990 restrict the use of federal funds for the payment of student membership dues.

Although other states have developed separate state line item funding for vocational youth organizations, Ohio has yet to implement such a strategy. Vocational student organization participation rates by Vocational Education Planning District (VEPD) will be incorporated as an important data set in the VEPD Strategic Plan and the Education Management Information System (EMIS) analysis after July 1, 1993.

While membership dues should not pose a barrier to participation, a modest membership dues structure is believed to add worthiness to the organization in the eyes of the student.

Continuing Priorities

OCOVE and the Division of Vocational and Career Education continue to be concerned about other matters with long-term implications. These matters are as follows:

1. Adequate funding for implementation of major components of the *Action Plan for Accelerating the Modernization of Vocational Education in Ohio.* Such components include:

a. the development and implementation of competency-based vocational curricula,

b. the development and maintenance of student individual career plans, and

c. the leadership development and staff development necessary to accomplish these tasks.

Division Report

Specific recommendations for funding major components of the "Action Plan" are included in the State Board of Education legislative recommendations for the biennium budget July 1, 1993, through June 30, 1995. The State Board of Education unanimously adopted the Statewide Core Standards and Measures of Performance for all secondary and full-time adult education programs on August 10, 1992, for implementation during the 1992-93 school year.

The Ohio Career Development Program has been modified to include increased emphasis on individual career plans for all students beginning at grade eight. Effective July 1, 1992, all Vocational Education Planning Districts (VEPDs) were given access to career education funding to help implement the individual career plans. Increased funding for individual career plans is also included in the State Board of Education recommendations to the legislature and the Governor.

Despite declining federal resources to fund statewide leadership development activities, the Ohio Department of Education continues to fund five vocational education personnel development centers and is working with local Vocational Education Planning Districts to implement professional development plans for vocational and technical education teachers and administrators.

Continuing Priorities (cont.)

2. Efforts to expand vocational education programming for the incarcerated in order to involve a greater percentage of inmates in job training programs.

Division Report

Vocational education program expansion in correctional institutions continues to be limited by (1) the availability of funds, (2) the availability of instructional facilities, (3) lengths of incarceration, and (4) the availability of competency-based instructional materials.

Total state dollars for full-time adult education units were reduced by $600,000 in FY 91 and FY 92. Funding under the Carl D. Perkins Vocational and Applied Technology Education Act of 1990 resulted in an additional loss of $2,577,712 to fund full-time adult education programs in FY 92. It is anticipated that loss of state and federal funds will result in fewer vocational education full-time units available for incarcerated and non-incarcerated individuals in FY 93.

In compliance with previous OCOVE recommendations, the Ohio Department of Education staff will continue to recommend the enrollment of inmates in occupationally specific vocational education programs related to their skills, interests, and aptitudes, not less than 6 months prior to anticipated release and not more than 3 years prior to such release.

3. Marketing strategies designed to enhance the image of vocational/technical education among all segments of Ohio's population.

Division Report

The current *FY 93 Vocational Education Planning District (VEPD) Comprehensive Strategic Plan* requires that all VEPDs prepare a written marketing plan or develop administrative objectives for the marketing initiative. Fifty-three VEPDs have indicated written plans were in place, while 35 listed administrative objectives. The FY 94 VEPD plan requires that all VEPDs develop a formal written plan.

The concept of developing a Marketing Network was instituted in March of 1991 to provide a marketing linkage in every VEPD for successful implementation of local and state marketing initiatives. Ongoing technical assistance and inservice training are offered through the Ohio Department of Education.

The Statewide Marketing and Communications Plan was developed with implementation beginning July 1, 1992. Goals for the statewide plan include the following:

- Become a clearinghouse for marketing ideas.
- Establish a consistent statewide identity.
- Improve the image of vocational education with all publics.
- Develop a broad base of support for vocational education.
- Conduct marketing research as a basis for decision-making for statewide marketing efforts.

The Department is sponsoring marketing research in cooperation with Ohio State University. The study surveys VEPD superintendents as to their perceptions of their role in the VEPD marketing function and asks for their perceptions of the VEPDs marketing effectiveness. Study results are anticipated in March of 1993.

4. Efforts to identify and implement strategies to strengthen the academic component of vocational/technical education.

Division Report

Several important benchmarks related to the integration of academics and vocational education were achieved in FY 92. A total of 30,858 vocational education students received correlated academic instruction as an integral component of their vocational education job training program in FY 92. A total of 45.2% of all eligible in-school block programs had been converted to correlated academic programs that include block vocational education and correlated academic instruction. Funded correlated academic classes were also made available to regular cooperative education programs for the first time in FY 92. A total of 4.5% of the cooperative education programs were converted to correlated academic programs in the initial year.

Matching state funds totaling $150,000 were made available to schools to purchase applied academic resources in applied mathematics, principles of technology, and applied biology/chemistry.

Finally, the State Board of Education unanimously approved the new statewide core standards for secondary and full-time adult education programs which further support the mastery of both academics and occupational skills.

5. Emphasis upon the elimination of sex, disability, and racial bias in all areas of vocational education.

Division Report

Efforts to eliminate sex-role stereotyping and bias and to encourage equity in terms of enrollment and placement in occupational programs has been a goal of vocational education since 1976. Traditionally, enrollments in seven of the eight vocational program areas in Ohio have been predominantly of one gender or the other, and although progress is being made, that condition continues today. Marketing education is the only area that has almost equal numbers of males and females.

Ohio continues to enhance the adult life opportunities for individuals with disabilities by removing barriers to career and vocational education programs. Integrated program experiences through the delivery of effective support services have continued to increase both the number of individuals with disabilities served and the high-level of employment placements. Expanded specialized schools and community-based job training systems have increased the opportunity for individuals not previously serviced. New federal legislation, Individuals with Disabilities Education Act (IDEA), is increasing the coordination activities between various state agencies essential to the transitional needs of these individuals. Implementation of the Americans with Disabilities Act (ADA) continues to promote new initiatives that enhance opportunities both at the secondary and postsecondary level.

6. Efforts to replace inadequate and obsolete equipment in vocational/technical education.

Division Report

A long-standing funding policy regarding vocational equipment replacement and upgrading will continue per state board of education directive. However, significant increases in funding levels are not anticipated under current economic conditions.

In FY 92, a total of $11,000,000 of state/local resources were expended for equipment replacement at the local level.

7. Funding of sufficient full-time adult vocational education units to meet the increasing demand for adult job training.

Division Report

In FY 91, the Division funded 956.56 units of full-time adult vocational education. Because of state and federal budget cuts, the department is only able to provide support for 737.35 in FY 93. In addition to the reduction in units because of budget cuts, the department is unable to provide subsidy for new or expanding programming.

Additionally, unit reimbursement has not been increased since 1991. Tight economic conditions coupled with no increase in state funding have left the local districts with little choice other than to raise tuition. Unfortunately, those adults most in need of training can least afford it.

Therefore, it becomes imperative to fund not only the number of units requested but also build in a unit value increase. The Ohio Association of Joint Vocational School Superintendents has proposed making the adult unit value equal to 2/3 of a secondary unit, which is currently $38,000.

A one-year need to fulfill the above would be $25,581,953. An additional $6,000,000 is needed to fund part-time hourly classes. The total one-year budget needed for adult vocational education is $31,581,953.

(Note: Due to limitations of space, it was necessary to edit portions of the complete response from state officials. OCOVE will be pleased to provide an unedited version of the report, upon request.)

Statewide Planning and Evaluation

The Carl D. Perkins Vocational and Applied Technology Education Act of 1990 directs the Ohio Council on Vocational Education to meet with the State Board of Education or its representatives, to advise on the development of the State Plan.

State Plan for Vocational Education

The Council actively participated in the development of the State Plan for the Administration of Vocational Education in Ohio (July 1, 1991 through June 30, 1994). The Council's Chairman and Research Consultant each participated in United States Department of Education regional meetings on proposed regulations for the new Carl D. Perkins Vocational and Applied Technology Education Act.

Between December 7 and 14, 1990, Council members and staff participated in meetings on local-plan development under the new Federal Act. They also met with representatives of the Division of Vocational and Career Education on the State Plan development process. OCOVE's Research Consultant participated in a U.S. Department of Education State Plan implementation meeting.

On January 14, 1991, the State Board of Education appointed an OCOVE member to the new Committee of Practitioners required by the new Act. This committee helped develop the state's system of tentative core standards and measures of performance for vocational programs. The OCOVE member was elected chair of this committee.

A draft copy of the State Plan and an analysis by Council staff were sent to each OCOVE member prior to the February, 1991, Council Conference. On February 28, 1991, the State Plan was interpreted to the Council by two representatives of the State Board of Education, and on that date, the Ohio Council unanimously approved the State Plan.

During the design and development of Tech Prep programs in Ohio, it became advisable to modify the Tech Prep section of the State Plan. Following a period of review and consideration of the proposed modifications, on November 6, 1991, the Council approved the proposed modifications to the State Plan.

On August 10, 1992, the State Board of Education adopted Statewide Core Standards and Performance Measures for Ohio. Separate sets of Standards were established for Secondary and Career Education, Adult Vocational Education and Full-time Adult Vocational Programs, and for Associate Degree institutions.

Technical Committees

In Ohio, the role and function of technical committees, as described in the Perkins Act, is being carried out by numerous committees involving business, industry, labor, and community agency representatives. The second objective of Imperative 3 of the *Action Plan for Accelerating the Modernization of Vocational Education in Ohio* states that " a comprehensive and verified employer competency list will be developed and kept current for each program." Ohio's Competency Analysis Profiles (OCAPs) form the foundation of Ohio's response to these federal and state directives.

The OCAP process has produced 62 separate lists — the work of 62 separate committees. Vocational Education Planning Districts are required to base their curricula upon the appropriate competency list. The state is developing student competency tests that are keyed to each individual competency on a given OCAP.

Evaluation

FY 92 was a transition year from the old evaluation process, **Program Review for Improvement, Development, and Expansion** (PRIDE), which focused mostly on process, to the new system, **Measuring and Planning Progress** (MaPP), which focuses mainly mainly on student outcomes.

The new assessment process includes data on how students are doing in related placement and on the levels of competency students have attained in their program area. MaPP also utilizes a Strategic Analysis Team made up of local business, industry, and agency people to analyze the programs and make recommendations for improvement, disinvestment, expansion, and new program offerings.

During FY 92, MaPP evaluations at the secondary level involved 21 vocational education planning districts and 87 school districts. A total of 370 committees with 3,075 members analyzed the VEPDs going through MaPP this year. The staff of the Ohio Council reviews each of the MaPP reports submitted to gain insight into the process and to identify general trends or areas of concern.

The Council gains additional knowledge of the scope and quality of the vocational-technical program in Ohio through on-site and off-site program reviews, presentations made to the Council, and the participation of members and staff in vocationally-related meetings (see page 6). Insight is gained also from the research and publication efforts of the Council (see page 32).

Employment Rates

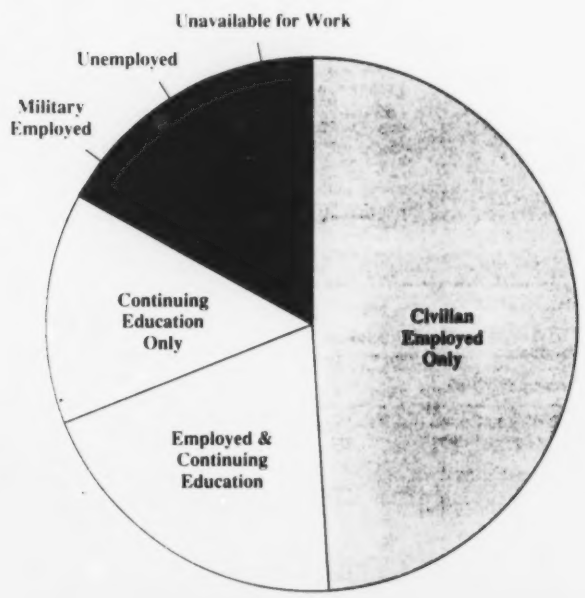
Vocational and technical education in Ohio continues to pay off in jobs for graduates of secondary school programs, students who complete postsecondary programs, and adults available for employment who complete long-term programs. As of January 30, 1992:

- 92.3% of the 1991 secondary graduates available for employment were employed in the military or the civilian labor force.
- 95.3% of the students who completed post- secondary and long-term adult programs, and who were available for employment, were employed in the military or civilian labor force.

In comparison, 18.1% of Ohio youths 21 years of age and under were unemployed, and the overall unemployment was 5.3% in 1991.

"Status Known" Secondary Vocational Completers, by Status

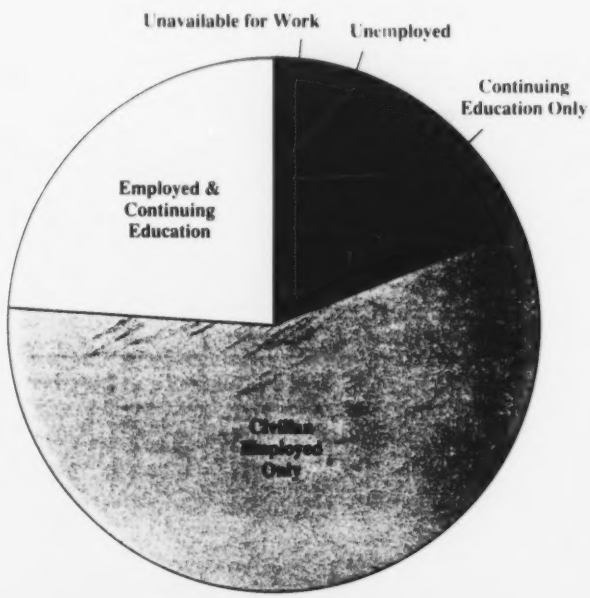
These figures represent all vocational completers except those whose status was unknown.



Civilian Employed Only	49%
Employed & Continuing Education	20%
Continuing Education Only	14%
Unemployed	6%
Unavailable for Work	6%
Military Employed	5%

"Status Known" Postsecondary Vocational Completers, by Status

These figures represent all vocational completers except those whose status was unknown.



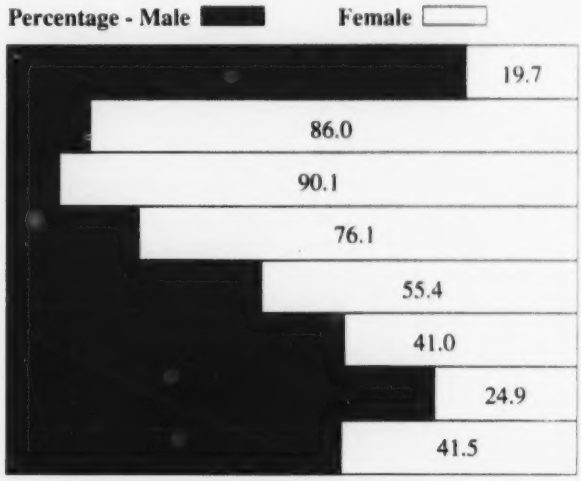
Civilian Employed Only	57%
Employed & Continuing Education	24%
Continuing Education Only	12%
Unemployed	4%
Unavailable for Work	3%
Military Employed	0%

Secondary School Employment Training

These data portray vocational education secondary school enrollment in employment training by service area and sex. Enrollment by racial/ethnic and special needs designations is also shown.

Secondary Enrollment in Employment Training in Ohio by Service Area and Sex, 1992

Service Area	Number
Agriculture	16,740
Business	14,928
Health	3,205
Home Economics	4,926
Marketing	7,176
Special Needs	902
Trade & Industry	43,309
TOTAL[a]	91,186



Racial/Ethnic Designation of Students Enrolled in Secondary Programs[b]

Designation	% of Enrollment	Number
American Indian	.1%	92
Asian American	.4%	365
Black	12.1%	11,033
Hispanic	1.2%	1,094
White	86.2%	78,602
TOTAL		91,186

Special Needs Designation of Students Enrolled in Secondary Programs

Designation	% of Enrollment	Number
Disadvantaged	43%	38,801
Handicapped	13%	11,944
Limited English	<1%	269

(a) FY 92 Closing Executive Report VEDS Information. Job training only.

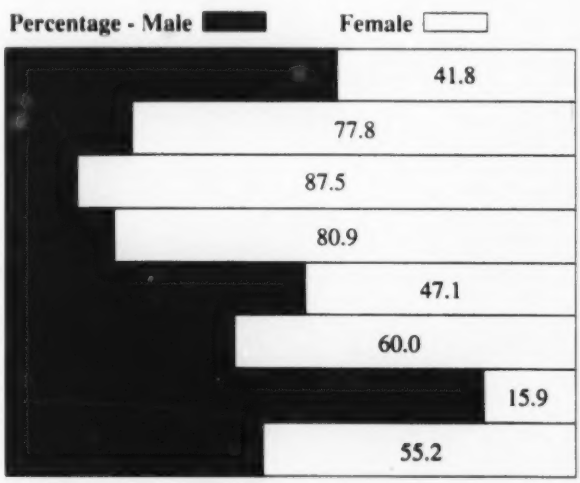
(b) FY 92 Closing VEDS NCES 2404A. Part A. Section 1.

Full-Time Adult Employment Training

These data portray full-time adult enrollment in employment training by service area and sex. Enrollment by racial/ethnic and special needs designations is also shown.

Full-Time Adult Enrollment in Employment Training in Ohio by Service Area and Sex, 1992

Service Area	Number
Agriculture	2,339
Business	9,171
Health	5,814
Home Economics	9,184
Marketing	7,957
Transition Programs	7,474
Trade & Industry	14,548
TOTAL[a]	56,487



Racial/Ethnic Designation of Students Enrolled in Full-Time Adult Programs[b]

Designation	% of Enrollment	Number
American Indian	.1%	77
Asian American	.4%	253
Black	11.4%	6,445
Hispanic	1.3%	706
White	86.8%	49,006
TOTAL		6,487

Special Needs Designation of Students Enrolled in Full-Time Adult Programs

Designation	% of Enrollment	Number
Disadvantaged	29.5	16,656
Handicapped	1.4	769
Limited English	<1	289

(a) FY 92 Composite Closing Executive Report of VEDS Information. Job training only.

(b) FY 92 Closing VEDS NCES 2404A, Part A, Section 1.

Vocational Education for Special Populations

Federal vocational education legislation places high priority upon assuring that quality vocational education programs are available to special populations. The Carl D. Perkins Vocational and Applied Technology Education Act of 1990 directs specific attention to: (1) single parents, displaced homemakers, and pregnant women; (2) sex equity programs; (3) criminal offenders; (4) adults in need of training; (5) disabled persons; (6) limited-English-proficient persons; and (7) disadvantaged persons.

1. Single Parents, Displaced Homemakers, and Single Pregnant Women

In FY 92, Ohio used Single Parent, Displaced Homemakers, and Single Pregnant Women set-aside monies to fund three grants, as follows:

A. **Displaced Homemaker.** This grant is designed to assist displaced homemakers and single parents make the transition from homemaking to wage earning through education, training and support services. The program emphasizes personal development, career exploration, employability, and resource management skills. Number served: 2,034.

B. **Graduation, Occupation, and Living Skills (GOALS).** This grant enables single parents and homemakers with dependent children who have dropped out of high school to obtain a GED, attain job skills, function as a responsible parent, and become economically independent. Number served: 686.

C. **Comprehensive Support Services (CSS).** This grant for Single Parents, Displaced Homemakers and Single Pregnant Women, provides dependent care, transportation assistance, tuition, and nontraditional occupational entry expenses to individuals with the greatest financial need to enable them to become economically self-sufficient. Numbers served: 2051 adults and 580 secondary students. Also, 2,083 dependents received care while their parent/guardian attended an educational program.

GRADS (Graduation, Reality, and Dual-role Skills) programs serve adolescent parents and pregnant adolescents in Grades 9-12. Program goals are to keep participants in school during pregnancy and after the birth of the child, and to educate them in health care practices. Programs in 507 high schools and 142 middle schools served 10,594 students.

2. Sex Equity Program

Four grants were funded through the sex equity set-aside in FY 92, as follows:

A. **NETWork** (Nontraditional Education for Teens Work) a one-year vocational education program for female high school students interested in exploring nontraditional careers and training programs, was taught at five sites in FY 92, with 82 students enrolling and 62 completing the program.

B. **ONOW** (Orientation to Nontraditional Occupations for Women), an eight-week vocational training program designed for economically disadvantaged women who wish to enter high wage, nontraditional occupations, served 267 at eight sites.

C. **VBO** (Ventures in Business Ownership), a program to help single parents, displaced homemakers, and single pregnant women explore business ownership and develop a plan for starting a business, served 208 students at seven full-service sites.

D. **PATE** (Promoting Access in Technical Education) is designed to help students become aware of, and to enroll in, technical education programs because of interest and ability rather than on the basis of gender. The grant was for one year, with a renewal option for two additional years.

Among Ohio's secondary, full-time adult, and public occupationally specific associate degree programs, FY 92 enrollments in nontraditional programs were as follows:

	Males	Females
Secondary	5,406	3,217
Full-time Adult	4,035	2,161
Occupationally Specific Associate Degree	3,075	1,916
TOTAL	12,516	7,294

3. Criminal Offenders

Vocational education was provided to 1,917 adults and 1,842 secondary-level incarcerated individuals in nine youth and seventeen adult correctional institutions. These programs are supported under the Division of Vocational and Career Education unit-funding system. Secondary-level programs are also provided at the Ohio Veterans' Children's Home.

4. Adults in Need of Retraining

In TRANSITIONS programs, a total of 7,721 dislocated workers, employable recipients of Aid to Dependent Children or General Relief, and other adults needing job readiness/career transition instruction received instruction during FY 1992.

The WORK AND FAMILY program served 6,143 employed adults in FY 1992. This program attempts to help these individuals balance work and family responsibilities. Seminars are conducted at the job site for both single parents and employed spouses on how to manage the demands of the home, family, and the job.

5. Disabled Persons

A total of 23,491 disabled students were enrolled in secondary vocational education programs, or 10.64% of the 220,845 students enrolled.

A total of 11,944 disabled students were enrolled in secondary job-training vocational education programs, or 13.09% of the 91,186 students enrolled.

A total of 1,183 disabled students were enrolled in full-time postsecondary/adult vocational education programs.

6. Limited English Proficient (LEP) Persons

A total of 589 LEP students were enrolled in secondary vocational education programs.

A total of 289 LEP students were enrolled in secondary job training vocational education programs.

A total of 461 LEP students were enrolled in full-time postsecondary/adult vocational education programs.

7. Disadvantaged Persons

A total of 68,608 disadvantaged students were enrolled in secondary vocational education programs, or 31.07% of the 220,845 students enrolled.

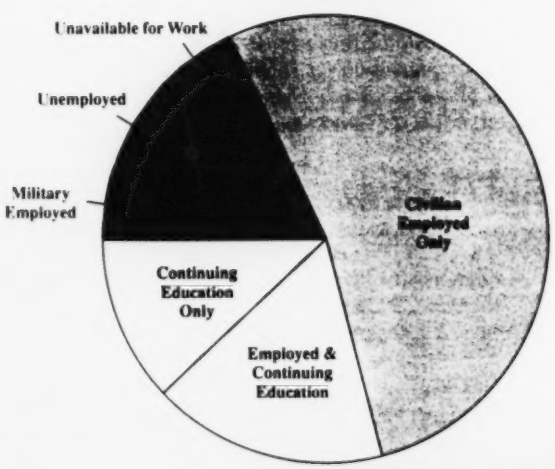
A total of 38,799 disadvantaged students were enrolled in secondary job training vocational education programs, or 42.55% of the 91,186 students enrolled.

A total of 27,823 disadvantaged students were enrolled in full-time postsecondary/adult vocational education programs, or 40.42% of the 68,833 students enrolled.

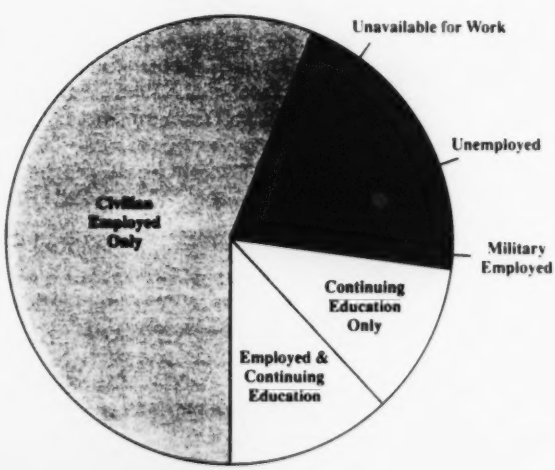
"Status Known" Special Population Secondary Vocational Completers, by Status - 1991

These figures represent all vocational completers except those whose status was unknown.

Disadvantaged



Disabled



Civilian Employed Only	53%	56%
Employed & Continuing Education	17%	12%
Continuing Education Only	12%	11%
Military Employed	5%	2%
Unemployed	7%	11%
Unavailable for Work	6%	8%

Vocational education continues to serve special needs students effectively, as shown in the above follow-up of Ohio special needs secondary vocational program completers. As of September 30, 1992:

- 92% of the disadvantaged students who completed secondary programs and were available for military and civilian employment were employed.
- 87% of the 1991 disabled secondary program completers available for military & civilian employment were employed.

In comparison, 92.3% of all students who graduated from a vocational program in Ohio's secondary schools in 1991 and were available for military and civilian employment were employed.

Vocational Education for Adults

The Division of Vocational and Career Education, Ohio Department of Education, lends support to a wide range of services and educational programs for Ohio's adults, including part-time as well as full-time programs. Programs receiving funding from the Division are as follows:

- **Part-time adult employment training** serving persons who have already entered the labor market and who need training or retraining to achieve stability or advancement in employment. A total of 169,983 adults, including 5,685 in the apprentice programs, were enrolled.

- **Full-time adult employment training** serving persons who have completed or left high school and who wish to train for occupations best learned in programs of one year in length. A total of 68,833 adults were enrolled.

- **Adult Vocational Education Full-Service Centers** operating throughout the state to meet the changing needs of business and industry in a way that is adaptive to the changing needs of employees. This network of 27 centers offers adult learners a full range of support services, including vocational assessment, vocational counseling, and job readiness instruction.

Postsecondary Technical Education

Ohio's 23 technical and community colleges teach the application of knowledge and skills required for employment and advancement in technical occupations. Some technical education is also provided at the 23 university regional campuses. Generally, technicians possess the practical knowledge and experience that enables them to complement the work of professionals, who have theoretical knowledge.

Course Offerings
Meeting the needs of a diverse student population requires a broad spectrum of programs. The technical colleges of Ohio offer over 100 associate degree programs; a variety of university-parallel pre-baccalaureate degree programs; computer-assisted programs; work-site training, cooperative work experience, apprenticeship, and journeyman programs; and credit and non-credit instruction.

Administration
Technical colleges, community colleges, state community colleges, and university branch campuses are coordinated by the Board of Regents, but each institution has its own board of trustees.

Funding
The major funding for postsecondary technical education comes from tuition and state instructional subsidy. Other operating funds are derived from a variety of sources.

Enrollment
In 1991, Full-Time Equivalent (FTE) enrollment[a] in Ohio's two-year colleges and regional campuses was as follows:

Community Colleges	46,408
Technical Colleges*	28,130
University Regional Campuses**	25,217
TOTAL	99,755

(a) Ohio Board of Regents, Student Inventory Data, Fall 1991, "FTE Enrollment by Program and Rank."

* Wooster Agricultural Technical Institute enrollment included with technical, as opposed to regional, campuses.

** Includes 1,054 graduate student FTE.

Tech Prep

In FY 92, the Ohio Department of Education's Division of Vocational and Career Education and the Ohio Board of Regents worked cooperatively to initiate Tech Prep in Ohio. These joint efforts resulted in the issuing of RFPs for Tech Prep consortia grants, to which 23 consortia responded.

Six consortia, composed of postsecondary and secondary schools, were awarded three-year grants for initiation of Tech Prep programs. A second RFP was issued, to which 15 consortia responded. Additional three-year Tech Prep grants will be awarded in FY 93.

1992 Budget Accountability Report

	1992 Actual Expenditures[a]			1992 Planned Expenditures				
	TOTAL	Federal	State/Local	Setasides	Federal	State	Local	TOTAL
Title II Total					37,893,975			
State Administration	2,202,342	308,706	1,893,636	5%	1,894,698	2,386,712		4,281,410
Sex Equity Administration	(58,853)	(58,853)		60,000	(60,000)	(60,000)		(120,000)
State Program & Leadership	3,070,033	3,070,033		8.5%	3,220,987			3,220,987
Assessment	337,669	337,669	-		(500,000)			
Curriculum	641,621	641,621			(700,000)			
Personnel Development	2,090,743	2,090,743			(1,700,000)			
Other State Programs	1,924,205	1,924,205		10.5%	3,987,867			
Single Parent Displaced Homemakers Single Pregnant Women (active hold harmless)	2,153,935	(1,627,180)	526,755	7-7.5%	(2,994,646)		519,785	3,514,431
Sex Equity Programs (active hold harmless- does not meet hold harmless requirement)	297,025	(297,025)		3-3.5%	(1,233,089)		96,223	1,329,312
Criminal Offender (Active Hold harmless)	378,617	378,617		1%	378,939	2,442,700	2,166,167	4,987,806
Secondary, Postsecondary, Adult[b]	148,257,423	27,563,974	120,693,449[b]	75%	28,411,484	420,225,048	393,412,399	842,048,931
Secondary	23,501,186	23,501,186	N/A	75% x 85% 6% of sec.	24,148,413	215,343,720	190,965,186	430,457,319
Career Development	(5,504,476)	(5,504,476)	N/A	basic grant	(1,449,449)	(6,000,000)	(23,512,624)	(30,962,073)
Adult	2,421,524	2,421,524	N/A	15% x 60%	2,557,843	21,921,108	59,268,180	83,747,131
Associate Degree	1,641,264	1,641,264	N/A	15% x 40%	1,705,228	182,960,220	143,179,033	327,844,481
Title III Total	7,672,574	2,083,984	5,588,590		5,021,804			
Part A: Community Based Organizations	472,605	472,605			503,424			530,424
Part B: Consumer and Homemaking	6,682,003	1,093,413	5,588,590		1,496,734	7,984,304		9,481,038
Economically Depressed Areas	(2,296,645)	(917,038)	(1,379,607)	33.3%	(498,412)	(7,894,500)		(8,392,912)
State Administration Leadership Activities	(179,608)	(89,804)	(89,804)	6%	(89,804)	(89,804)		(179,608)
Part C: Career Guidance and Counseling				(No appropriation)				
Part D: Business-Labor Education Partnerships				(No appropriation)				
Part E: Tech Prep Education[c]	517,966	517,966			2,994,646			2,994,646
Part F: Supplemental Grants				(No appropriation)				
TOTAL- Title II and III[d]					42,915,779			

( ) Amounts in parentheses duplicate part of the totals; however, they are included for reporting purposes.

(a) Expenditures do not include carryover funds from previous Perkins Act.

(b) Actual expenditures for State/Local funds were not available by sub category.

(c) A large portion of Tech Prep funds were carried forward to FY 93.

(d) Total state and local expenditures shown in this analysis relate only to federal categories shown and do not represent total state and local expenditures for vocational/technical education.

Allocation and Use of Federal and Other Resources

Annual State Plan Budget - FY 1992

	Federal Funds		Non-Federal Funds		
Funding Categories	**Setasides**	**Total**	**State**	**Local**	**TOTAL**
Title II Total		41,619,711			
State Administration	5%	2,069,465	2,085,465		4,154,930
Sex Equity Administration	$60,000	(60,000)	(60,000)		(120,000)
State Program and Leadership	8.5%	3,518,091			3,518,091
Assessment		(500,000)			
Curriculum		(700,000)			
Personnel Development		(1,700,000)			
Other State Programs	10.5%	4,357,253			
Single Parent, Displaced Homemakers, Single Pregnant Women (active hold harmless)	7-7.5%	(3,104,198)		465,630	3,569,828
Sex Equity Programs (active hold harmless - percentage does not meet hold harmless requirement)	3-3.5%	(1,253,055)		125,305	1,378,360
Criminal Offenders	1%	632,924	2,485,620	2,340,827	5,459,371
Secondary, Postsecondary, Adult	75%	31,041,978	227,985,140	245,864,347	504,891,465[a]
Secondary	85%	26,385,681	211,623,140	199,295,578	437,304,399
Career Development	6% of sec. basic grant	(1,583,141)	(4,800,000)	(20,100,219)	(26,483,360)
Adult	15% [60]	2,793,778	16,362,000	46,568,769	65,724,547
Associate Degree	15% [40]	1,862,519	N/A	N/A	1,862,519[a]
Title III Total		6,377,142			
Part A: Community Based Organizations		531,198			531,198
Part B: Consumer and Homemaking		1,516,084	8,105,165		9,621,249
Economically Depressed Areas	33.3%	(504,856)	(8,014,200)		(8,519,056)
State Administration	6%	(90,965)	(90,965)		(181,930)
Leadership Activities					
Part C: Career Guidance and Counseling	[No appropriation]				
Part D: Business-Labor Education Partnerships	[No appropriation]				
Part E: Tech Prep Education		4,069,951			4,069,951
Part F: Supplemental Grants		259,909			259,909
Total - Title II and III[b]		47,996,853			

( ) Amounts in parentheses duplicate part of above totals; however, they are included for reporting purposes.

(a) Associate Degree state and local funds not included. Figures not available.

(b) Total state and local expenditures shown in this analysis relate only to federal categories shown and do not represent total state and local expenditures for vocational/technical education.

Investment of Resources

Sources of Ohio's Vocational Funds

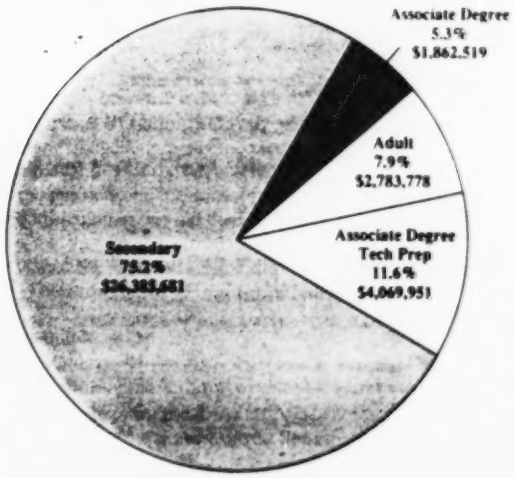
The total estimated budget of over $665,824,777 represents a decrease of 13.6% from FY 92. Following four years of increases, the actual dollar amount of state funds for vocational education decreased this year. By contrast, the federal funds increased slightly in both percentage and dollar amount. The state, however, continues to provide the largest percentage and the largest dollar amount of the funding.

FY 93 Revenue (estimated)[a] By Source

Allocation of Federal Funds for Program Improvement by Educational Level

As required by the Carl D. Perkins Vocational and Applied Technology Education Act of 1990, the Council has analyzed the allocation of $35,101,929 in federal funds for program improvement in vocational/technical education by educational level.

FY 93 Allocation of Federal Funds for Program Improvement By Educational Levels[a]



(a) 1992 Accountability Report and 1992-94 State Plan

Progress Report on the Objectives of the State Plan

The three-year Vocational Education Plan of the Ohio Department of Education has twenty-five objectives. These objectives are grouped by type of objective into clusters relating to: integration of academic and vocational instruction, enrollment, and placement.

Some clusters of objectives are further divided by educational level and by primary and secondary indicators. Abbreviated statements of each of the twenty-five objectives are shown below with indications of achievement by the end of Fiscal Year 1992.(1)

Objectives by FY 94	Accomplishments by End of FY 92
Integration of Academic and Vocational Instruction	
1. 60% of eligible in-school vocational education occupationally specific programs will include correlated academic instruction in math, science, and/or communications.	Percentage increased from 31% to 45.2% in FY 92.
2. 20% of eligible cooperative vocational education occupationally specific programs will include correlated academic instruction in math, science, and/or communications.	Some progress made in this intial year of implementation.
3. 60% of Occupational Work Adjustment (OWA) program will provide academic instruction in math, language arts, reading, general science, and/or social studies taught by certified OWA teachers.	31.8% enrolled in math classes, 25% in language arts, 12% in social studies, and 5.7% in science.
4. 50% of Occupational Work Experience (OWE) programs will provide academic instruction in math, language arts, reading, general science, and/or social studies taught by certified OWE teachers.	17.6% enrolled in social studies classes; 16.7% in language arts, 6.4% in math, and 1.9% in science.
Enrollment	
Secondary Education	
5. 45% of 11th and 12th graders are enrolled in secondary occupationally specific programs and OWE programs.	30.76% were enrolled.
6. 75% of 11th and 12th grade disadvantaged students (22% of the 11th and 12th grade population) are enrolled in secondary occupationally specific programs and OWE programs.	38,801 disadvantaged students were enrolled, achieving target number, but some were below 11th grade level.
7. 50% of 11th and 12th grade handicapped students (11% of the 11th and 12th grade population) are enrolled in secondary occupationally specific programs.	The target number was 25,555. 11,944 of the 11th grade disabled students were enrolled, but some were below 11th grade level.
8. 20% of students in grades 9 through 12 are served in Consumer Homemaking programs.	21.17% were enrolled. Some duplication of count may exist.
9. 30% of dropout-prone youth who are 14 to 15 years old are served by OWA programs.	10,647 students were served. Base data was not yet available to determine the percentage count.
10. 11,000 dropout-prone youth at the 7th and 8th grade levels living in economically depressed areas will be served in Impact Consumer Homemaking programs.	The goal was exceeded in FY 92.
11. Nontraditional programs will reflect nontraditional gender enrollment of 25% or more.	Nontraditional gender enrollment was 19,810. Percentages not available.

(1) FY 92 OCAPR, Sec. II, pps. 14-20.

Objectives by FY 94	Accomplishments by End of FY 92
Enrollment (continued)	
Adult Education	
12. Full-time adult programs will serve 75,021 or 20% of the individuals needing training or retraining each year.	18% were served in FY 92.
13. Part-time adult programs will serve 224,319 or 60% of the adult workforce that needs training or retraining each year.	169,983 were served — 76% of the goal. Increased state funding needed to replace lost federal funding.
Placement	
Secondary Education Programs - Primary Indicators	
14. At least 60% of secondary completers available for civilian employment are employed in occupations related to their training.	71% of FY 91 completers.
15. The employment rate of secondary completers available for civilian employment equals or exceeds 84%.	92.3% of FY 91 completers.
16. At least 90% of secondary completers are reported in follow-up categories other than "status unknown."	94% of FY 91 completers.
Secondary Education Programs - Secondary Indicators	
17. 60% of secondary completers continuing their education employed in related civilian occupations or enrolled in related education program.	85% of FY 91 completers.
18. Of secondary students available for employment, percentage of students employed in military and civilian labor force exceeds 84%.	93% of FY 91 students.
19. 85% of secondary completers are employed in the civilian labor force, continuing their education, or employed in the military.	83% of FY 91 completers.
Full-time Adult Programs - Primary Indicators	
20. At least 80% of full-time adult completers available for civilian employment are employed in occupations related to their training.	86.7% of FY 91 completers.
21. The employment rate for full-time adult completers available for civilian employment equals or exceeds 85%.	95.8% of FY 91 completers.
22. At least 90% of full-time adult completers are reported in categories other than "status unknown."	90.4% of FY 91 students.
Full-time Adult Programs - Secondary Indicators	
23. At least 90% of full-time adult completers continuing their education are employed in related civilian occupations or enrolled in related educational programs.	94.5% of FY 91 completers.
24. Of the full-time adult students available for employment, the percentage of students employed in the military and in the civilian labor force exceeds 90%.	95.8% of FY 91 completers.
25. 90% of full-time adult completers are employed in the civilian labor force, continuing their education, or employed in the military.	83.8% of FY 91 completers.

Coordination Activities

Attainment of a strong and flexible workforce demands the efficient use of all of Ohio's vocational/technical education training resources. Effective dialogue between educators and representatives of business and industry is required. Likewise, dialogue between and among public agencies enhances the quality of occupational education and optimizes local, state, and national resources.

The Governor's Human Resources Advisory Council

On April 30, 1991, the Governor issued a news release announcing the newly formed Governor's Human Resources Advisory Council (GHRAC). The Council, formerly the Ohio Job Training Coordinating Council, advises the Governor on issues regarding the employment and training needs of Ohioans. The Council also promotes coordination between the Ohio Department of Development, Department of Education, Bureau of Employment Services, Department of Human Services, and Board of Regents to enhance programs designed to improve the skills of Ohio's workers.

With financial support from the Job Training Partnership Act (JTPA), GHRAC provides training and services for economically disadvantaged youth and adults and dislocated workers.

The Council is advisory to the Governor in several areas, including designation of Service Delivery Areas (SDA) and an assessment of the extent to which several related agencies have a coordinated approach to meeting employment, training, and vocational education needs.

Each of the thirty SDAs is governed by a Private Industry Council (PIC). The PIC is appointed by locally elected officials, provides policy guidance, and exercises oversight of activities under the job training plan for the SDA.

Ohio received over $133 million in JTPA funds for services to the eligible populations during Program Year 1991 (July 1, 1991 - June 30, 1992). Over 6.4 millon dollars was allocated for 8% activities.

Twenty percent of the funds was set aside for coordination and linkage. Eighty percent of these funds was used for programs for institutionalized populations and for contracts between the PICs and local state-supported educational agencies. Policies for the distribution of these funds are developed by the State Education Coordination Grants Advisory Council (SECGAC), and the funds are administered by the Ohio Department of Education. Membership on the SECGAC includes representation from the GHRAC, the Ohio Department of Education, the Board of Regents, Ohio Bureau of Employment Services, Ohio Department of Development, Ohio Department of Human Services, SDAs, PICS, the Office of Budget and Management, and the Governor's Office. Funds from the 20% set-aside are directed toward a variety of programs.

Following is a summary of training under the educational grants for Program Year 1991:

	Adults	Youth
Total Enrolled	3,964	458
Total Terminated*	2,196	312
Total Entering Employment	941	134
Percent Served	89.6%	10.4%
Percent Welfare Served	35.4%**	
Percent Minorities Served	36.7%**	
Percent Handicapped Served	10.8%**	

Basic funding (Title IIA) to serve economically disadvantaged youth and adults is allocated by statutory formula to the SDAs. The PICs contract with many public and private schools for training services, which may include basic education, remediation, assessment, job search activities, or occupational skill training. Since program decisions occur at the local level, coordination is most evident between local schools and SDAs.

Additionally, Title III funds that are disseminated by a "case by case" process provide similar basic services to dislocated workers. Vocational schools are sometimes grant recipients, and often contract with other grantees to deliver the needed services that are most appropriately provided by educational institutions.

The leadership of Ohio's JTPA program, spearheaded by the GHRAC, believes that the scarce dollars must be used to influence and develop the Education, Employment, and Training System in Ohio. The several parts of the system will be strengthened and improved through close coordination and linkage.

* Refers to those persons no longer in the program, including program completers, those accepting employment before completing the program, and others leaving the program.

** Not available by adult/youth breakout.

Coordination with Business, Industry, and Labor

Business, industry, and labor representatives play a vital role in vocational/technical education in Ohio. The major portion of their contribution is made through service on local advisory councils and program advisory committees. Several thousand individuals are involved in this manner. Also, many of the 3,075 local citizens who served on the MaPP review committees (see page 14) represent business, industry, and labor.

In its effort to develop a better understanding of the training needs and delivery systems of business, industry, and labor, OCOVE regularly schedules presentations and discussion sessions with key leaders. During FY 92, one of the presentations was made at a regular OCOVE conference by Scott Whitlock, Executive Vice President, Honda of America Manufacturing. Other presentations were made at the Annual Public Meeting by: Tom Douglas, Chef, The Kroger Company, Columbus; Lynn Koenig, Certified Medical Assistant, Northside Internal Medicine Consultants, Columbus; and Eugene Mayer, Technical Training and Support Manager, Professional Division of O.M. Scott, Marysville.

Most of the coordination activities have been cited previously in this report.

Council Coordination/Cooperation with Other Agencies

During FY 92, OCOVE found it beneficial to coordinate and cooperate with other agencies in sponsoring activities of mutual interest. The Ohio Council sponsored a breakfast and guest speaker for the All Ohio Vocational Education Conference, which is sponsored by the Ohio Vocational Association and the Division of Vocational and Career Education, Department of Education. The keynote presentation was made by Peter E. Carlson, Managing Director of the National Advisory Commission on Work-Based Learning, Washington, D.C., who briefed the audience on the Commission's progress.

The Ohio Council also collaborated with the Ohio School Boards Association (OSBA) in co-sponsoring a seminar for Ohio vocational educators that addressed the topic "Vocational Education: A State and National Perspective." The keynote address was given by Kathleen DeFloria, Associate Executive Director, National Association of Secondary School Principals. Other presenters represented the Ohio Association of Joint Vocational School Superintendents, the Ohio Department of Education, and Ohio's Vocational

Evaluation Responsibilities

Current federal vocational education legislation (Carl D. Perkins Vocational and Applied Technology Education Act of 1990) specifies ten responsibilities and reporting requirements for State Councils on Vocational Education. The Ohio Council on Vocational Education (OCOVE) seeks to document and communicate the fulfillment of these responsibilities and relevant activities through publication and dissemination of its Annual Reports and research reports.

The tenth responsibility, as spelled out in Section 112 of the Perkins Act, stipulates that each Council shall:

(10)(A) evaluate at least once every 2 years —

(i) the extent to which vocational education, employment and training programs in the State represent a consistent, integrated, and coordinated approach to meeting the economic needs of the State,

(ii) the vocational educational program delivery system assisted under this Act, and the job training program delivery system assisted under the Job Training Partnership Act, in terms of such delivery systems' adequacy and effectiveness in achieving the purposes of each of the 2 Acts, and

(iii) make recommendations to the State Board on the adequacy and effectiveness of the coordination that takes place between vocational education and the Job Training Partnership Act;

(B) comment on the adequacy or inadequacy of State action in implementing the State Plan;

(C) make recommendations to the State Board on ways to create greater incentives for joint planning and collaboration between the vocational education system and the job training system at the State and local levels; and

(D) advise the Governor, the State Board, the State job training coordinating council, the Secretary, and the Secretary of Labor regarding such evaluation, findings, and recommendations.

A Comprehensive Employment and Training System

Councils are directed by the Perkins Act to evaluate the extent to which vocational education and employment and training programs in the State represent a consistent, integrated, and coordinated approach to meeting the economic needs of the state.

It must be concluded that Ohio is well on the way to achieving such an approach among its vocational education, employment, and training programs directed toward meeting the economic needs of Ohio. Structures have been created, processes developed, and interrelationships established among agencies that provide opportunities to continue to build and strengthen the consistency and coordination of the approach and to foster integration of efforts among agencies. Many specific councils, committees, and commissions could be cited as examples of structures that serve in the development of interrelationships among appropriate entities. The Joint Commission on Vocational and Technical Education is one such body that addresses issues related to coordination and articulation between secondary vocational education under the Ohio Department of Education, and postsecondary technical education under the Ohio Board of Regents.

The standardized process in development of Vocational Education Comprehensive Strategic Plans by each of Ohio's 97 Vocational Education Planning Districts (VEPDs) is one of many examples that could be cited that lend consistency to the approach.

Also, the establishment of core standards and performance measures for secondary and adult vocational programs is another example leading to consistency of approach. The State Board of Education unanimously adopted these standards on June 8, 1992.

Ohio Competency Analysis Profiles (OCAPs) described on page 14 of this report provide a basis for curriculum standardization and joint planning and program articulation between secondary and postsecondary vocational and technical programs.

The State Education Coordination Grants Advisory Council (SECGAC), which develops policies for the distribution of JTPA 8% education grants, is one example of bringing together representatives of a number of appropriate state agencies for the purpose of improving coordination among concerned agencies. Composition of SECGAC is discussed on page 26 of this report.

In April 1991, Governor George V. Voinovich established the Governor's Human Resources Advisory Council (GHRAC). In an expanded role from that of the Ohio Job Training Coordinating Council, this Council was organized to advise the Governor on the policies, coordination, and evaluation of all workforce development programs. He asked the Council to "review all job training programs funded by federal and state government, and determine the most cost-effective way to use this money." As a result, an inventory was compiled of all workforce development programs. This inventory, titled *Windows of Opportunity*, revealed that over $971 million is channeled to at least fifteen agencies, thirty-one workforce preparation programs, and twenty supplemental programs.

In August 1991, Governor Voinovich appointed a subcommittee of the GHRAC to prepare a proposal on the most efficient ways of using federal and state training dollars through the development of a comprehensive employment/ training strategy for Ohio.

The subcommittee has submitted a draft proposal to the Governor entitled *Strategies For Opportunity: Creating a High Performance Workforce for Ohio.* The *Ohio Employment and Training State Plan, Program Year 1992-93* is a composite of three Ohio plans for providing employment and training services: the Governor's Coordination and Special Services Plan (GCSSP) specified under the Job Training Partnership Act (JTPA); the Wagner-Peyser Employment Service State Plan; and the Economic Dislocation and Worker Adjustment Assistance (EDWAA) State Plan. These planning documents reflect the joint state and local levels in Ohio. This state plan details criteria for judging the degree to which the desired coordination is in place. Criteria are also included for assessing coordination among Service Delivery Areas (SDAs), secondary schools, and postsecondary institutions.

The Ohio Council on Vocational Education, through its research reports and annual reports, regularly makes recommendations directed toward strengthening Ohio's vocational/technical education system and coordination with components of Ohio's overall system for vocational education, employment, and training programs.

Evaluation of the Delivery Systems

Councils are directed by the Perkins Act to evaluate the delivery systems in terms of their adequacy and effectiveness in achieving their respective purposes. It is therefore necessary to consider the purposes of the Acts in any examination of the delivery systems.

Purposes of the Carl D. Perkins Vocational and Applied Technology Education Act

Sec. 2. It is the purpose of this Act to make the United States more competitive in the world economy by developing more fully the academic and occupational skills of all segments of the population. This purpose will principally be achieved through concentrating resources on improving educational programs leading to academic and occupational skill competencies needed in a technologically advanced society.

Adequacy and Effectiveness of Vocational Education

The major content of this annual report speaks to the adequacy and effectiveness of vocational/technical education in Ohio. In regard to the adequacy of vocational education, it is especially significant that:

- All of Ohio's 11th and 12th grade secondary students have access to comprehensive vocational education programs.
- Ohio has placed high priority on designing and implementing programs to meet educational and job training needs of special populations. Many of these special populations are addressed specifically on pages 18 and 19 of this report. Additional strong and detailed supporting evidence regarding adequacy in serving special populations is provided in the *Ohio Comprehensive Annual Performance Report* to the United States Department of Education, Office of Vocational and Adult Education, Division of Vocational Education, for Fiscal Year 1992.
- Ohio's secondary vocational education programs are increasingly addressing academic as well as occupational skill competencies needed to work in a technologically advanced society. The numbers of vocational programs providing related applied academic instruction and the numbers of students participating in such instruction have increased significantly each of the past several years.
- Ohio's OCAP program increasingly focuses instruction upon specific occupational skills needed for employment (p. 14).
- The initiation of Tech Prep programs in Ohio will direct more students into technologies needed by the modern workforce.
- The demand for vocational unit funding for adult vocational education programs exceeds the funding available for such programs. More resources are needed for adult vocational education programs.

The effectiveness of vocational/technical education in Ohio is evident in that:

- Employment rates of Ohio's vocational/technical education graduates are very high (p. 15).
- Unemployment rates for vocational/technical graduates are very low (p. 15).
- High percentages of vocational/technical graduates are employed in jobs related to their training (p. 1)
- Ohio's vocational/technical graduates have predominately higher incomes seven years following their graduation when compared to income of equivalent groups in the general population. This finding is from a study of Internal Revenue Service records of 15,055 graduates from twelve secondary vocational and two associate degree programs in five regions of Ohio.[1]

(1) Ghazalah, I.A., 1979 *Vocational Education Graduates in 1986: A Logitudinal Study Based on Federal Income Tax Data*. Athens, Ohio: Ohio University, 1991.

Purposes of the Job Training Partnership Act

Sec. 2. It is the purpose of this Act to establish programs to prepare youth and unskilled adults for entry into the labor force and to afford job training to those economically disadvantaged individuals and other individuals facing serious barriers to employment, who are in special need of such training to obtain productive employment.

Adequacy and Effectiveness of JTPA

The Ohio Council on Vocational Education conducted a study ("JTPA-Vocational Education Evaluation Report"), designed to help in its assessment of the adequacy and effectiveness of JTPA in achieving its purposes. Through this study conclusions were drawn relative to five of the following six areas of performance studied:

A. Performance Standards

Ohio's SDAs have done an excellent job in meeting their performance standards. Only a few SDAs have experienced some difficulty.

Adult Follow-up Employment Rate

Ohio's SDAs have experienced the most difficulty in meeting or exceeding Adult Follow-up Employment Rate standards. This has been attributed to poor economic conditions.

Adult Weekly Earnings at Follow-up

Ohio SDAs have done an outstanding job in exceeding or meeting the Adult Weekly Earnings at Follow-up standard.

Adult Welfare Follow-up Employment Rate

Ohio's SDAs have had some difficulty in meeting and exceeding the Adult Welfare Follow-up Employment Rate standard. The difficulties in meeting or exceeding this standard were due to a high percentage of an SDA's service population being hard-to-serve JOBs clients. These clients often require lengthy training time, which has a large negative effect on performance.

Adult Welfare Weekly Earnings at Follow-up

Ohio's SDAs have done an excellent job in meeting or exceeding the Adult Welfare Weekly Earnings at Follow-up standard.

Youth Entered Employment Rate

Ohio's SDAs have done an excellent job in exceeding or meeting the Youth Entered Employment Rate standard.

Youth Enhancement Rate

Ohio's SDAs have done an excellent job in exceeding or meeting the Youth Enhancement Rate standard.

B. Human Service Investment

Data on pre-enrollment earnings and pre- and post-welfare payments are not collected at the local level, and therefore are not on the current MIS system of JTP-Ohio. Without these data, human service investment cannot be calculated. New regulations will require that these data be collected.

C. Title II A Planned versus Actual Enrollment Levels

Many of Ohio's SDAs were not successful in meeting planned levels of enrollment. Only 30-40% of the SDAs met planned levels of enrollment for "Title II A, 78% Adults and Youth."

D. Factors Preventing Expending at Planned Levels

As one might expect, the meeting of planned enrollment levels and the expenditure of funds fluctuate together. If enough clients are not recruited, the planned expenditures to train them will not occur. Generally, Ohio's SDAs have not been successful in expending at planned levels.

Several of the factors identified by the SDAs that contributed to the prevention of spending at planned levels were: a lack of older workers, unreported Pell Grant money applied to tuition cost, delays in start-up of programs, and responses to RFPs resulting in lower than expected training cost.

E. Extent to Which the SDAs Provide Service to Target Populations

Generally, Ohio's SDAs had excellent success in meeting their goals for percentages of target populations enrolled in programs. Most SDAs met or exceeded their goals for enrollment of welfare recipients, ethnic minorities, and dropouts; however, several SDAs were not successful in meeting desired percentages of female enrollment.

F. Mix of Programs Provided to II A Clients in PY 91

All of the SDAs that responded to the survey gave indication that a loosely-defined progression of training exists, based on client assessments. When needed, clients are referred to GED/basic education or remediation.

Coordination Between Vocational Education and JTPA

OCOVE's "JTPA-Vocational Education Evaluation Report" also addressed the adequacy and effectiveness of the coordination that takes place between vocational education and JTPA. Joint planning was also examined. Regarding coordination, it was concluded that:

- All SDAs are doing business with both secondary public schools and postsecondary institutions.
- Classroom training is the most widely used service that public schools and postsecondary institutions provide for SDAs.
- Ohio SDAs are doing a good job of sending RFP announcements and RFP packages to public education institutions.
- SDAs consider the barriers to wider use of public education to be: lack of job placement services, inflexibility of the typical school year and calendar, and inaccessibility of some vocational schools.
- A small majority of public education institutions do not identify any barriers to responding to providing JTPA services.
- SDAs use similar criteria for rating proposals submitted by public education institutions.
- Generally, Ohio's SDAs and education agencies meet to discuss coordination issues.
- Most Ohio SDAs and public education agencies exchange information on client assessments. There appears to be little effort, however, to standardize testing and reduce duplication of client assessment.

Regarding joint planning, it was concluded that:

- All of the PIC councils in Ohio have educational representation. Most of the SDAs have vocational or technical education representation on the PIC council.
- 90% of SDAs surveyed do not have education subcommittees in their PICs.
- Almost 70% of Ohio's public education institutions surveyed had representation on the local PIC.
- Ohio's SDAs and public education institutions, in general, do not do a good job of formally coordinating their annual planning processes.
- There does not appear to be a coordinated effort across the state to use the SDA's review of the VEPD and technical education plans to increase coordination.
- Ohio's SDAs and public education institutions have a wide variety of ways in which they share information about programs.
- Formal agreements between SDAs and vocational education tend to be in the form of contracts for specific programs or individual training contracts. There was no indication of formal agreements being used to address policy issues.

Recommendations

The Ohio Council annually submits recommendations directed toward improvement of the adequacy and effectiveness of vocational and technical education programs in Ohio. (See pages 8 and 9.)

As a result of the findings and conclusions of the JTPA study, further recommendations follow:

- SDAs are encountering increased difficulty in meeting their performance standards when providing service and long-term training to a larger proportion of clients from the target populations. In the face of this dilemma, consideration should be given to incorporating additional measurement into JTPA's evaluation process to facilitate program improvement.
- Due to the low number of SDAs that were able to meet enrollment and expenditures planning levels, consideration should be given to improving local planning practices.
- Additional attention should be given to increasing the proportion of females in JTPA programs by providing the additional services needed by this population.
- The "hard-to-serve" population of high school dropouts should be actively recruited by SDAs and provided long-term training to help them become employable.
- Vocational education, JTPA, Department of Human Services, and other agencies concerned with services to improve the employability of special populations should continue to work at both the state and local levels to remove barriers to coordination in serving their mutual clients.
- At the local level, all PICs should have active secondary and postsecondary membership. JTPA staff should likewise participate in secondary and postsecondary planning/advisory committees.

It is difficult to achieve improved coordination and joint planning. Increasing the number of agencies involved in a project increases the complexity. Personality conflicts and traditional turf issues (who pays for what, who does the assessment, who does the placement, who is the expert, *who gets the credit*) provide barriers to coordination as do the conflicting federal guidelines. A unilateral case management team with an agency-integrated computer system might provide an avenue to improved coordination without additional red tape.

Research and Publications

Two research projects were conducted during FY 92 under the auspices of the Ohio Council on Vocational Education. They are:

1. Transition from School to Work

This study, researched and reported by Dr. Richard Adams, addresses questions such as: What barriers do high school vocational graduates face when they look for jobs? What are public schools doing to help graduates find jobs? What policies or legislative provisions are necessary to have an efficient and effective transition process for Ohio's vocational education graduates?

The author offers seven recommendations for improving and strengthening the transition process.

The Council has published the highlights of the report as an Executive Summary.

2. Vocational/Technical Success Stories

Researcher Frieda Douthitt was engaged by the Council to prepare a report on successful alumni of Ohio's secondary vocational programs and postsecondary technical schools. The research process involved receiving nominations, interviewing successful graduates, and reducing the large number of highly successful alumni to manageable proportions.

In the end, the Council was able to produce a packet of twenty "success stories."

To provide schools with maximum flexibility in using these stories, they have been reproduced as loose-leaf camera-ready art.

In response to continuing requests, the Council reprinted two flyers for distribution at the Ohio State Fair. These colorful flyers were also made available for distribution to prospective students by vocational schools and technical colleges.

1. Employers Want . . . Someone Who Fits This Picture

This flyer stresses the importance of the academic skills, job skills, and individual competencies that employers are looking for in people they hire.

The flyer is designed to engage students in assessing their own qualifications and to convey the message that these skills can be learned in vocational/ technical education. It identifies types of schools and programs where students can develop the needed skills.

2. "Do I Have the Right Stuff?"

The Council research study "Qualities Employers Seek in Job Applicants" provided the basis for this flyer, which is intended to be of interest to students, their parents, employers, and educators.

In the research study, Ohio employers of beginning, skilled and semi-skilled employees ranked desirable worker qualities, described employees with "positive work attitudes," and identified basic educational skills required.

How employees are hired and why they are fired are also discussed.

Mission Statement of the Ohio Council on Vocational Education

Purpose:

To strengthen the career, vocational, and technical education services provided for Ohioans as a practical, efficient, and sure way to enhance the competitiveness of individual workers and the state and national economy.

Goals:

To discharge the responsibilities assigned to state councils by the Carl D. Perkins Vocational and Applied Technology Education Act of 1990 in an effective, efficient, and sensitive manner.

To identify, interpret, and advocate the measures required to improve and expand career, vocational, and technical education so that people may secure or retain jobs, advance, and be self-sufficient.

To assure access to vocational/technical education by special populations (including women, the disadvantaged, the handicapped, individuals with limited English proficiency, and minorities).

To encourage coordinated planning and cooperation between the various providers of vocational/technical education, especially secondary schools and postsecondary institutions.

To encourage the building of partnerships between educational officials and representatives of business, industry, labor, government, and human-services organizations.

To interpret continuously the positive contribution vocational/technical education is making to individuals and to the community, state, and nation.

Imperatives:

People must be made aware of the broad range of opportunities in the world of work — today and in the future.

Students must develop job-related skills and/or prepare for additional formal education.

Many adults must upgrade job-related skills or prepare for re-entry into the workforce.

Every person must master the time-honored basic skills and lessons of citizenship; acquire or refine the knowledge, attitudes and job-related skills demanded by the times; and learn how to analyze and solve problems.

Ohio and America must maintain a skilled and flexible workforce — one that is committed to productivity, performance, and profitability — in order to compete successfully in the rapidly changing global economy.

Vocational/technical education must play a vital role in helping individuals of all ages, the state, and the nation meet the Imperatives stated above.

Ohio Council on Vocational Education
750 Brooksedge Boulevard, Suite 105
Westerville, Ohio 43081
614 / 891-4764

Non Profit Org.
Permit #434
U.S. Postage Paid
Westerville, OH 43081